



Waterloo Region Internationally Educated Teachers Pilot Project

Project Completion Report

July 2011

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TABLE OF CONTENTS

Table of Contents	2
Project Parnters	4
Introduction	5
Balancing Labour Market Realities with an Equity Agenda	6
Project Summary.....	8
Budget.....	9
Workshop Series	10
Introduction	10
Workshop Topics and Presenters	11
Workshop Series Conclusions	12
Mentorship Placements.....	12
Employment Counselling	13
Project Conclusions.....	14
Overall Results	14
Challenges.....	15
Likelihood of being hired	15
Professional growth	16
Effect of cultural background on the class.....	17
Community Support Improvement.....	17
Project Improvement.....	18
Final Conclusion	19
Appendix A – Event Poster.....	20
Appendix B – Event IET Self-Assessment Results.....	21
Appendix C – Job Readiness Checklist	23

Appendix D – Planning Matrix	29
Appendix E – Survey Compilation	30
Appendix F – Workshop Coordinator Description	33
Appendix G – Workshop Coordinator Interview Questions	35
Appendix H – Mentor/Mentee Roles.....	36
Appendix I – Invitation for Teachers to Participate	37
Appendix J – Participant Agreement	38
Appendix K – Project Certificates.....	39
Appendix L – Pre-Project Questionnaire.....	41
Appendix M – Post-Project Participant Questionnaire.....	45
Appendix N – Post-Placement Mentor Questionnaire	54

PROJECT PARTNERS

The Waterloo Region Internationally Educated Teachers Pilot Project was a project developed through 2009-2011 and delivered in the spring of 2011. The project was hosted and delivered by The Working Centre and was a collaborative of the following partners:



The Working Centre



Kitchener-Waterloo Multicultural Centre



Waterloo Region District School Board



Waterloo Catholic District School Board

Occasional Teachers' Federation



Ontario Secondary School Teachers' Federation



Elementary Teachers' Federation of Ontario



Ontario English Catholic Teachers' Association



Wilfrid Laurier University



Nipissing University (Brantford)



INTRODUCTION

The Working Centre is a community-based not-for-profit organization located in downtown Kitchener with a job-search resource centre accessed by over 3000 people per year, many of them New Canadians seeking assistance returning to their professional careers. In 2009 we saw an increase in the numbers of Internationally Educated



Teachers (IETs) coming through our doors for assistance. Reacting to the need for labour market information and guidance, the Working Centre put together some information for IETs on the labour market, the licensing process and employment. This became our Guide for Internationally Educated Teachers, a 24-page booklet which we have shared out to many people.

We received great feedback that the book was helpful, but it didn't get to the heart of the issue as we saw it: domestically trained teachers perform practicum placements in a number of schools, make connections, have local references from administrators, and thus have a better chance at landing a job. They have a chance to display their ability as teachers, are trained within the local system and have the advantage of system context in the interviewing process. An IET has plenty of experience but no connections, no local references to speak to their ability as a teacher, with limited opportunity to experience the local education system. Our analysis of the labour market confirmed lower rates of employment for IETs.

We began organizing meetings with local stakeholders to discuss the issue. Representatives from the K-W Multicultural Centre, Waterloo Catholic District School Board, Waterloo Region District School Board, Elementary Teachers' Federation of Ontario, Occasional Teachers' Federation, Ontario Secondary School Teachers' Federation, Ontario English Catholic Teachers' Association, Wilfrid Laurier University

and Nipissing University Brantford met many times to discuss the creation of a pilot project, looking at this as a systemic issue with a need to create opportunities for greater exposure to the local education system.

In January of 2011, The Working Centre held an information and networking event (Appendix A) where representatives from the school boards talked about their hiring processes and priorities, the teachers' federations' representatives talked about working within a unionized environment as well as the nature of occasional teaching. The Working Centre introduced the idea of the pilot project and invited people to make appointments with us to discuss engaging in the Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP). The speakers maintained a supportive yet realistic tone in their presentations, ensuring anyone interested in going forward towards public education employment in Ontario was aware of the realities of the labour market and the long-term nature of such a job search.

BALANCING LABOUR MARKET REALITIES WITH AN EQUITY AGENDA

When considering the need for bridge training to support internationally educated individuals it is necessary to analyze the capacity of the labour market to absorb newly qualified professionals while also balancing the individual's right to equity and fairness within the labour market in Canada.

Currently the labour market for teachers in Ontario can be categorized as poor for a number of reasons.

First, Ontario is graduating a disproportionately high number of teachers compared to the number of teachers retiring (Figure 1). Meanwhile demographic realities make it increasingly difficult for the labour market to absorb newly qualified teachers due to declining enrolment trends in Ontario. Between 2002-03 and 2008-09 enrolment in Ontario schools declined by 90,000 students, while enrolment is projected to decline by another 56,000 students between 2008-09 and 2012-13. In 2008-09, 57 out of 72 Ontario school boards had smaller student populations than in 2002-03.

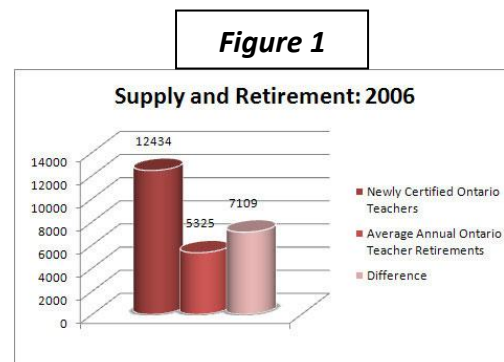
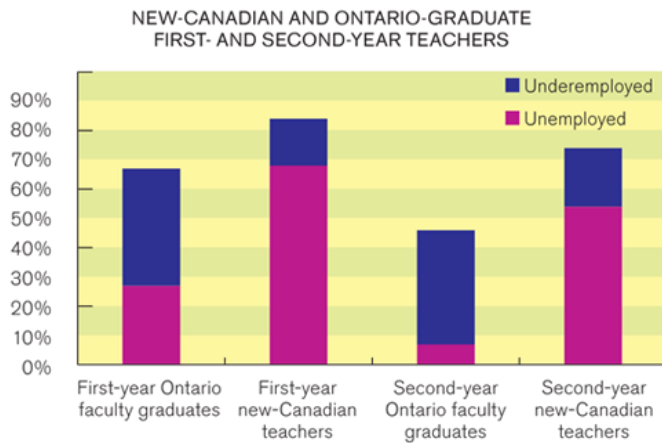


Figure 2



Studies by the Ontario College of Teachers (Figure 2) show that first-year teachers fare poorly in the Ontario labour market, though internationally educated teachers are more unlikely to find work. Most telling though are the second-year trends: internationally educated teachers are vastly outpaced by their domestically trained counterparts while making little gains compared to their first-year results. The conclusion that we can draw from

this is that internationally educated teachers face barriers to inclusion in the labour market and these barriers are not diminished through time in the job-search. From an equity standpoint Ontario is failing its internationally educated teachers.

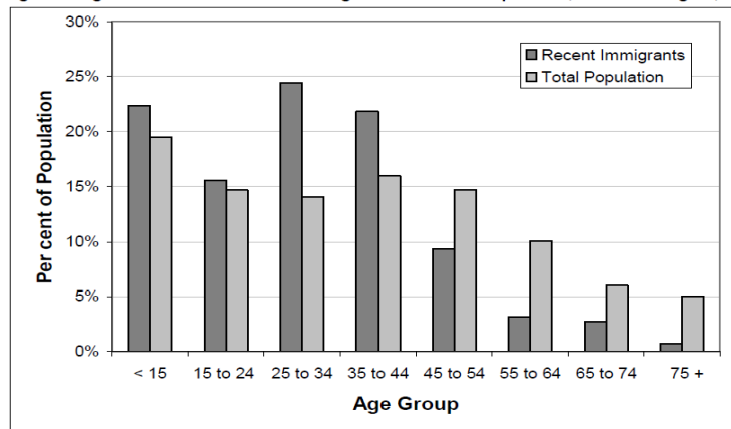
The population of Waterloo Region is becoming increasingly diverse. Waterloo Region is home to the 7th highest proportion of immigrants in Canada while that trend continues to grow. Furthermore, demographic analysis of the Waterloo Region recent immigrant population shows that this population is far younger in comparison to the general population. A greater proportion of recent immigrants are school aged (Figure 3).

While no specific Waterloo Region data is available, anecdotally we are aware that the teaching population does not match the reality of diversity amongst the student population. From an equity perspective this mismatch further reveals our collective

failure to integrate newcomers into the labour market and also raises questions about missed opportunity for mentorship and modeling of diversity to our students while also failing to capitalize on the experiences and skills a diverse workforce brings. While

Figure 3

Figure 1. Age Distribution of Recent Immigrants and Total Population, Waterloo Region, 2006



Source: Statistics Canada, Census 2006

Figure 4

	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
Jan. 1 to Dec. 31	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Total Members	174262	13356	18139	13424	0	219181
Non-practising members	145245	12337	2272	6236	0	166090

we are unable to study local data, we can see that within Ontario there is an imbalance in the makeup of the Ontario College of Teachers membership (Figure 4, 2009 data). According to this chart, only 6% of the OCT members were trained outside of

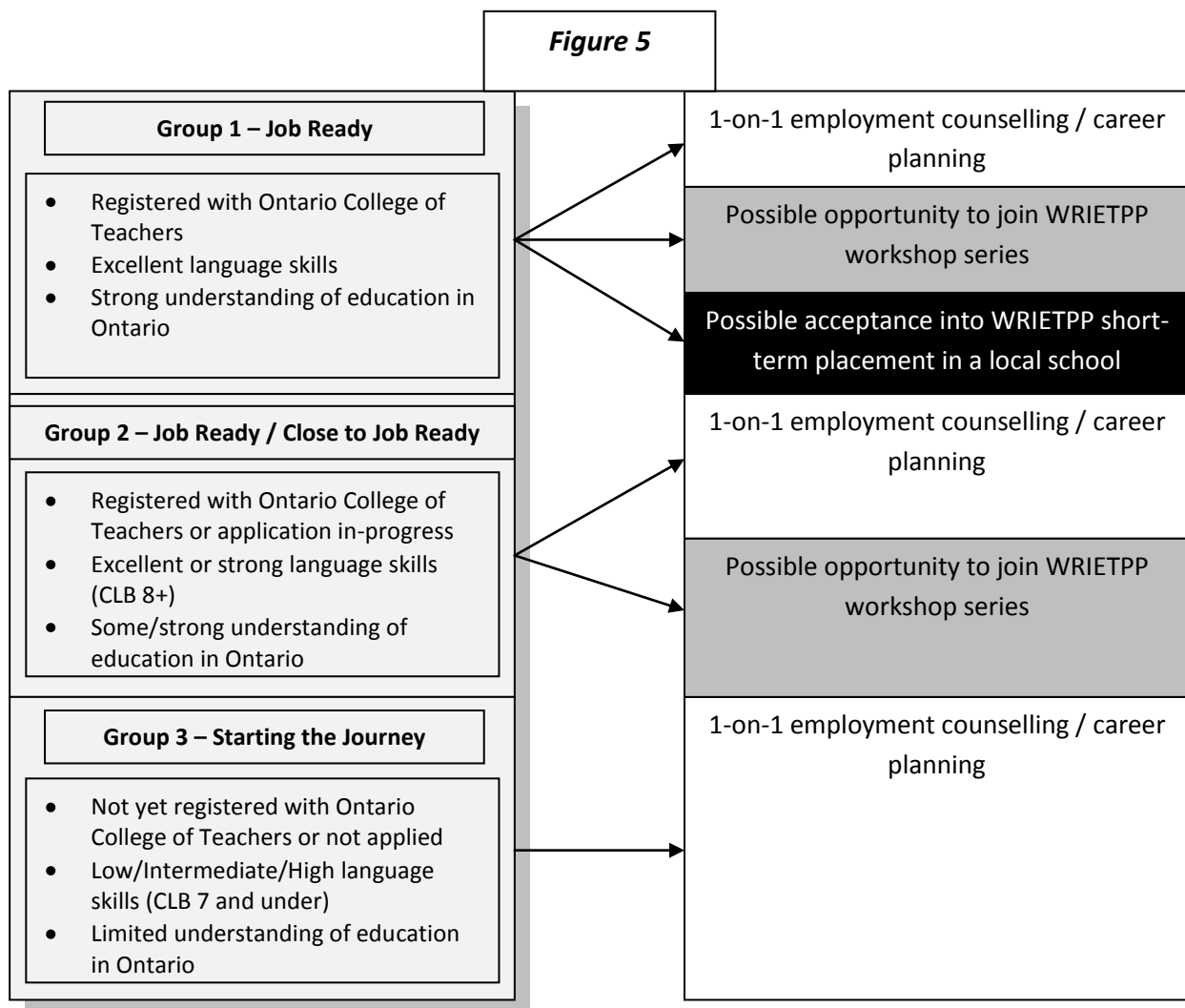
Canada and USA. In the context of the struggles that internationally educated teachers have with unemployment and underemployment, we can infer that the internationally educated teaching population in Waterloo Region is a fraction of this 6% (with an overall immigrant population of 23%). While this data shows there is not a need for supports for internationally educated teachers from an economic/labour market perspective, in the interests of equity and fairness our community must act to better support newcomer integration into the teaching profession.

PROJECT SUMMARY

Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP) sought to offer workplace based experiences and learning opportunities to assist Internationally Trained Teachers to strengthen their knowledge of Canadian educational practices and to increase their chances of being successful in the local competitive hiring process. An assumption of this project was that the cultural diversity of students in our schools should be reflected in those who are teaching in our schools. This goal of the project was to strengthen potential candidates' Canadian workplace knowledge and offers school boards a local teaching reference as they consider applications.

Following the information and networking event, we asked participants to complete a self-assessment survey and arrange an appointment with an employment counsellor at The Working Centre. We used the results of the self-assessments (Appendix B) as well as job-readiness and planning tools (Appendixes C and D) to divide potential participants into three groupings, depending on their level of "job readiness". The selection of components of the pilot project available to participants was based on these groupings (see Figure 5).

There were three components of the pilot project: a 6-part/3-hour workshop series held on weekday evenings in various locations in the community; 4-week in-class mentorship placements, and; 1-on-1 employment counselling. Those who were determined to be “job-ready” had access to all three components; those almost job-ready or unable to engage in a mentorship placement (usually due to survival-work commitments) joined the workshop series and worked with an employment counsellor. Those who were not job-ready (usually due to language level and lack of Ontario College of Teachers Certification) could work with an employment counsellor to work towards job-readiness.



BUDGET

As a community-based initiative, we completed the pilot project using a minimal budget raised through financial and in-kind donations by the community partners. The expenses for the project were as follows:

Expense	Amount
Workshop Coordinator	\$2,000
Workshop Presenters (6) (6x\$100)	\$600
Mentor Teachers (2): \$7/day for placements of 20 days	\$280
Total Expenses	\$2,880

Note: Although there were 3 Mentor teachers, one Mentor declined the placement honorarium and asked for that money to be returned to the project.

WORKSHOP SERIES

INTRODUCTION

The workshop series was designed to build the system knowledge of participants as well as facilitate opportunities for participants to network with individuals working within the local education system who acted as workshop presenters. The workshop series was designed to meet the needs of both Group 1 and Group 2 participants - those who were conducting in-class placements as well as those who were not.



As community partners we decided that it was important to hire a Workshop Coordinator, someone who was well connected in and knowledgeable of the local education system. The Workshop Coordinator would decide the schedule and content

of the workshops (referencing the IET survey results from the information and networking event, Appendix E). The Workshop Coordinator would then invite specialists from within local education to present on these topics, as well as act as an informal mentor for workshop participants. The Working Centre created a job description (Appendix F) and posted it on our online job board. Nine individuals applied for the position and three were selected for interviewing by Cameron Dearlove of The Working Centre and Dr. Colleen Willard-Holt of Wilfrid Laurier University using pre-determined interview questions (Appendix G). Charles (Chuck) Williams, a retired principal in the Waterloo Catholic District School Board, was selected.

WORKSHOP TOPICS AND PRESENTERS

Workshop 1 - May 4, 2011

An Introduction to Education in Ontario; Short- and Long-Term Planning and Planning Expectations;

Curriculum familiarity - Mary Bender (Senior Curriculum Consultant with WCDSB)

Workshop 2 - May 11, 2011

Teaching and Learning Strategies; Classroom / Behaviour Management

Enzo Tignanelli (Intermediate teacher, WCDSB), Kishanie Jayasundera (Student Activities Director, WCDSB)

The Goal of Perfect English

Michael Bernhard (The Working Centre)

Workshop 3 - May 25, 2011

Getting Employed in Education in Ontario

Brian Driver (HR Sr. Officer WRDSB)

Workplace Language and Culture

Katherine Brillinger (ESL, Conestoga College)



Workshop 4 - June 1, 2011

Special Education

John Sullivan (Principal in Charge of Special Education WCDSB)

Classroom Diversity

Deepa Ahluwalia (Equity and Inclusion Officer, WRDSB)

Workshop 5 - June 8, 2011:

Technology in the Classroom

Susan Watt (Technology Support Teachers, WRDSB), Trish Morgan (Teacher, WRDSB)

Workshop 6 - June 23, 2011

Workplace Language and Culture II

Katherine Brillinger (ESL, Conestoga College)

WORKSHOP SERIES CONCLUSIONS

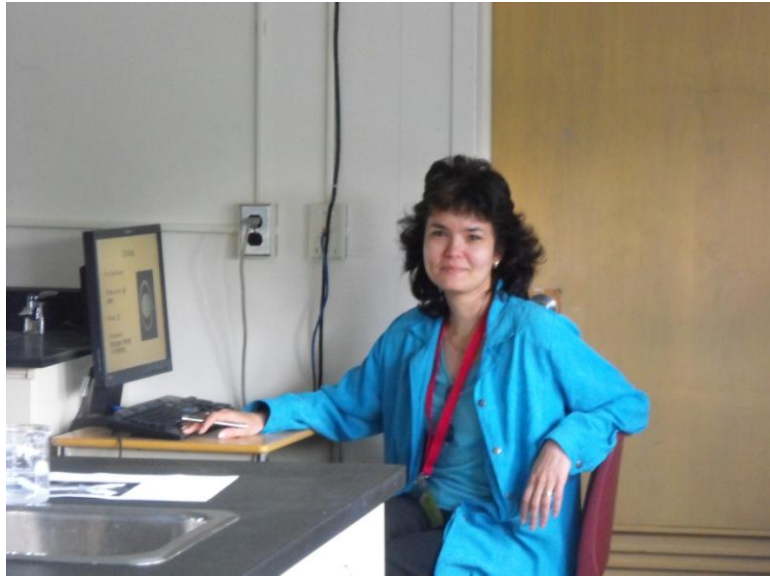
A total of ten Internationally Educated Teachers took part in the workshop series. Attendance through the series averaged 88% with full retention of participants and the number of participants increasing as the workshop series began. Participants came from India, Pakistan, Philippines, England, Colombia, Ukraine and Romania. One participant was hired by the WRDSB just before the workshop series began and a second participant was hired by the WCDSB midway through the workshop series.

MENTORSHIP PLACEMENTS

The goal for the WRIETPP Mentorship Placements was to identify 3-5 “job-ready” Internationally Educated Teachers to enter into 4-week, in-class placements. While many of the project participants have been volunteering in local schools, those volunteer experiences rarely touched on the many considerations and tasks required of teachers in Ontario. As such, we hoped to design these placements to mirror a local Bachelor of Education practicum. This mentorship model would allow participants to experience the full range of duties expected of an Ontario teacher, would build system knowledge and improve on teaching practice, would provide a venue to reflect on the learning in the workshop series, and would create opportunities for these IETs to network and display their teaching competence.

The roles of the Mentor and Mentee teachers were decided in advance by the community partners (Appendix H). The roles left flexibility for the Mentor teachers to integrate the Mentee teacher into the classroom as they saw fit. A letter was sent out via email to local teachers (Appendix I) inviting them to participate as Mentors in the project. Sixteen teachers volunteered to host mentorship placements.

A total of three in-class placements were arranged: one in a grade 1 class, one in a grade 5/6 split class, and one in secondary Science and ESL. Both the Mentor teachers and Mentee teachers reported a very favourable experience. All three teachers had the opportunity to plan and deliver lessons, assess and evaluate students and even observe their Mentors creating final report cards. The Mentee and Mentor teachers reported this mentorship model to be favourable to volunteering as the IETs were exposed to the full range of duties and expectations of a teacher in Ontario.



EMPLOYMENT COUNSELLING

The Working Centre provides 1-on-1 employment counselling in the Kitchener-Waterloo area. Early on the role of the employment counsellor in the long-term success of participants was recognized. As such, a group of employment counsellors specifically interested in assisting IETs was organized.

On the January 20th introductory event attendees were told broad details about a pilot project. Those interested in learning more about the project and discussing their career in education were asked to make an initial appointment with a Working Centre employment counsellor.

The role of the employment counsellor in this pilot project did not vary much from the



typical work done at The Working Centre. Participants and employment counsellors worked 1-on-1 on resumes, cover letters, credentialing and document assessment, interview practice, guidance on creating portfolios and other teaching related documents and creating a career plan/ map that would guide the participant in their job search. In addition, employment counsellors used a tool developed by The Working Centre to assess an Internationally Educated Teacher's level of job/job-search readiness (Appendix C). Using this tool, employment counsellors were able to divide potential participants into the three determined groups (Figure 1): 1. Job Ready; 2. Close to Job Ready; or 3. Starting the Journey. This allowed us to decide what components of the pilot project participants were ready to engage in.

While this initial run of the pilot project is complete, the employment counselling work is ongoing. As active job-seekers, the participants in the project access the employment counselling support through Employment Ontario's Employment Service. The Working Centre works in a relational, ongoing way to address the participant's needs, and will continue the journey with the participant whether they focus on finding work as public school teachers or diverge and seek related work.

PROJECT CONCLUSIONS

In order to measure the effectiveness and the success of this project 3 surveys were used to gain information about the experiences of the participants. First, the Participant Pre-Project Survey was completed prior to the first workshop (Appendix L [not completed by all participants as some participants entered the project after the first week]) with a second follow-up survey, the Participant Post-Project Survey (Appendix M), completed at the end of the project. A separate survey was completed by the three Mentor teachers at the end of the Mentorship Placements (Appendix N).

OVERALL RESULTS

Overall the ratings and comments for the Waterloo Region Internationally Educated Teachers Pilot Project were overwhelmingly positive. The project participants gave their experience a rating of 4.7 out of 5, while the Mentor teachers all gave the project a perfect score.

The six-part Workshop Series received a rating of 4.8 out of 5 by the participants. In explaining their score, one participant wrote:

"I was able to get a better understanding of the Education system in Ontario in comparison with my previous experiences – particularly the Ontario Curriculum Expectations and the Special Education practices in the local school boards."

It was hoped that the workshop series might build awareness of areas that required professional growth, and participants listed a number of different areas they identified for growth, including: classroom/behaviour management, cover letters and resumes, technology in the classroom, accents, and curriculum expectations.

Participants identified the workshops on behaviour management, special education and technology in the classroom as being particularly useful, but generally found all workshops useful.

The three Mentees (participants in mentorship placements) rated their experience 5 out of 5. They reported completing a variety of duties, including: observation, teaching, planning lessons and units, yard and lunch duty, evaluating, observing reporting and participating in meetings. Of her general experience, one participant wrote:

"Despite previous teaching experience, it helped me to see first-hand the routines in an Ontario classroom/high school. Also, having access to the textbooks and supplemental materials available for the students and teachers gave me a better understanding of the multitude of tasks a teacher is supposed to complete in a day/week/semester."

CHALLENGES

While all those interested in the project agreed that participation would be helpful, not all were able to make a commitment to the project. Due to a variety of circumstances there was attrition from the outset. There were two additional participants who were set to complete Mentorship placements but had to back out, one due to a scheduling conflict and the other due to a need to gain survival work. Lack of funds and the need to take on survival work was a barrier for a number of participants. One, who held off finding survival work until the end of the project, wrote:

"I can't take any full-time/part-time job during my placement. No financial help makes the struggle more tough."

If possible, it would be beneficial for participants in similar projects in the future to be eligible for financial support to ensure full access to the project.

LIKELIHOOD OF BEING HIRED

In the Pre-Project Survey participants were asked to rate their ability as teachers in their home country. The average score was 4.6 out of 5, with a variety of strengths listed such as: patience, listening skills, strong subject background, dedication, enthusiasm, ability to speak multiple languages and use of technology in the classroom.

Despite holding themselves in high regard as teachers, participants were less enthusiastic about their likelihood of being hired by an Ontario School Board within the next year. Prior to the project, participants rated the likelihood of being hired as being 2.8 out of 5. At the end of the project, participants rated that likelihood at 3.1 out of 5, a score marginally higher in the Post-Project Survey. The participants provided a few explanations for their scoring:

“After attending the January conference and saw the grim picture painted by the officials of both the school boards. Being an immigrant teacher, it becomes all the more difficult for us.”

“The saturated teaching market, long waiting lists of teachers waiting to be employed all makes the chances of teaching (occasional or permanent) very little, the chances of hiring of internationally trained teacher can increase only if there is some quote fixed for them; such trainings and workshops should be considered an professional accomplishment for them and they should be given a chance to employment otherwise it would only be fitting to the proverb ‘All dressed up nowhere to go’.”

In general, participants listed the over-supply of teachers and the lack of demand as the main barrier, but the issue of being an IET as a barrier arose a number of times.

In contrast, the Mentor teachers felt very positive about the likelihood of their Mentees being hired, giving a rating of 5 out of 5. The Mentor teachers listed the Mentees’ experience, subject knowledge and enthusiasm as the reasons their Mentees would succeed.

PROFESSIONAL GROWTH

One of the main challenges that IETs face is in understanding and navigating a new and complex education system. The participants were asked to quantify the percent change in their educational system knowledge and confidence as a teacher between a 0% change and a 100% change. Overall, the participants averaged an 86% improvement in professional growth stemming from their inclusion in this project.

Involvement in the Mentorship placement led to even greater professional growth. Mentor teachers were asked to rate their Mentee’s progress towards improving their teaching practice and building their understanding of teaching in Ontario. All three mentors gave their Mentees a rating of 5 out of 5. One Mentor gave this feedback:

“[Mentee] was well positioned for this experience. As she had volunteered extensively and completed some AQ courses she was very clear about what she would like to see and do during her placement. [Mentee] needed access to the more ‘hidden’ parts of the job that she was not able to observe while volunteering such as School Based Team, year-end procedures, student assessment, and more teaching experience (especially at the primary level).”

Additionally, all Mentor teachers reported strong professional curiosity and a willingness to learn.

EFFECT OF CULTURAL BACKGROUND ON THE CLASS

Studies show that student achievement is higher when they learn in a safe and inclusive atmosphere. An assumption of this project was that the diversity of the teaching staff of our local schools should be representative of the diversity of our community. Students who come from diverse backgrounds may feel that they are part of a more inclusive environment when this diversity is represented.

The Mentor teachers were asked to report the effect of the Mentee’s cultural background on their class. One Mentor reported that as the school was very multicultural this was not an important factor, whereas another reported seeing the students, who were all in the ESL program, “happy and inspired to meet someone who has had a similar immigration experience.” The third Mentor teacher reported excitement and curiosity from the students to meet an international teacher.

All three Mentee teachers reported their cultural background having a positive effect on their classes. One reported having greater connection with students of South Asian origin. Another reported using a text where the character visits other countries, which led the students to ask questions and learn more about her home country. The third Mentee teacher had this to say: “I felt the students realized soon I am ‘one of them’ from this point of view, and were very open and accepting of my presence in the classroom as an observer at first and then as a teacher.” The cultural diversity of the participants in this project had a positive effect in the school community.

COMMUNITY SUPPORT IMPROVEMENT

This project came together through community outreach and community partnerships. As such, an important point to research is what the community as a whole can do to better serve newcomer professionals. Both the Mentor and Mentee teachers were asked this question. From both surveys there is a clear suggestion that this project, or similar projects, should be continued and expanded.

From the three Mentor teachers came suggestions that the education community be more accepting of IETs in general. One Mentor teacher also suggested that the Ontario College of Teachers should streamline their licensing process so that IETs are not out of classrooms for as long as they currently are. It was also suggested that this type of opportunity for IETs provides a less intimidating classroom experience before hiring. Another Mentor teacher spoke to the more in-depth nature of this project compared to volunteering: “Volunteering is good for building a network but it doesn’t allow Internationally Educated Teachers the opportunity to complete tasks that Ontario trained student teachers do.”

The IET participants also spoke highly of this type of project, one suggesting the accomplishments of the project be advertised to encourage more people to participate. Additionally, there were calls for greater acceptance of non-Canadian teaching experience, and greater acceptance of IETs as professionals. One remarked: “The rules and documented manifestations should be given less importance and professionals’ real and living potentials should be given due recognition.”

Overall there are two main suggestions from project participants: greater sector acceptance of newcomer professionals and an expansion of in-class mentorship opportunities.

PROJECT IMPROVEMENT

As a pilot project it is important to draw from the learning of the project participants. Participants were asked what could be done to improve this specific project. From the Mentor teachers, there was one suggestion to run the placement earlier in the year, and another suggestion to continue the project and create a video to promote the project and develop acceptance of internationally trained professionals. All Mentors would like to be involved in the project again.

The main suggestion from the IET participants was to have more in-class opportunity, with more placements available to project participants. Other suggestions include more time talking about interviews, successful IET guest speakers and online workshops. All IETs in the project would recommend this project to others.

Participants were also asked which type of program would best assist IETs: a workshop series with small in-class opportunities (similar to WRIETPP); an online course, similar to an AQ; a program in a Faculty of Education specifically for IETs with significant in-class opportunities; increased volunteer opportunities in the school boards and; other. Both the Mentors and IET participants suggested a program similar to WRIETPP, a Faculty of Education program and increased volunteer opportunities as being

potentially helpful. One IET selected other to explain that in-class placements reach a greater depth of experience than volunteer opportunities.

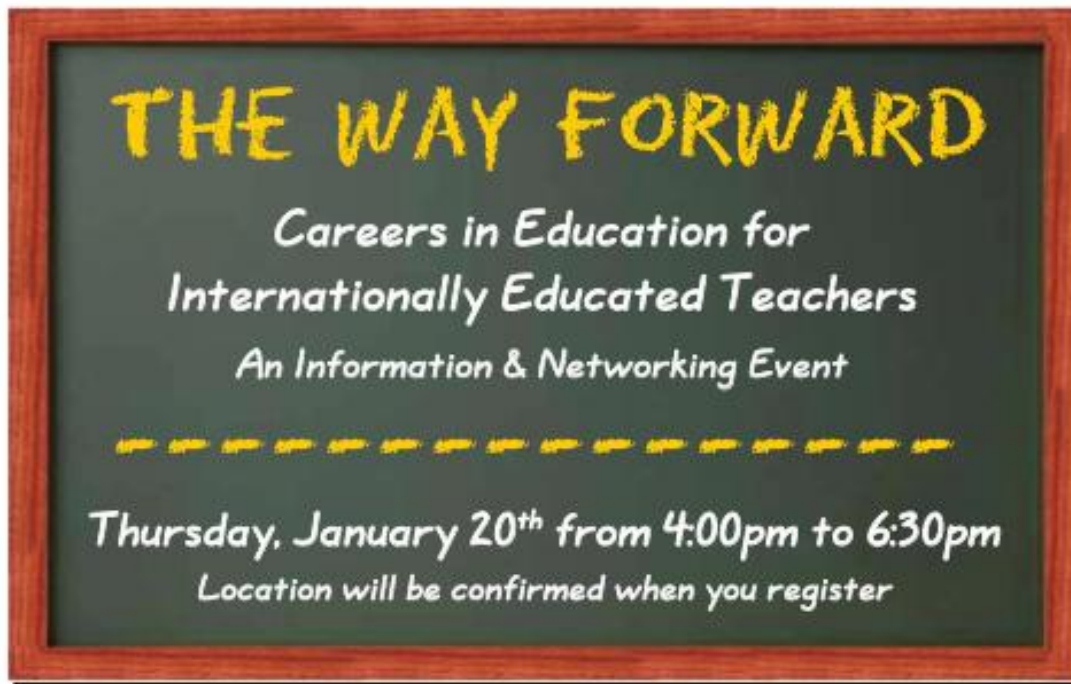
FINAL CONCLUSION

The main conclusion to be drawn from this project is the need for continuation/expansion of programming for Internationally Educated Teachers in Waterloo Region and across Ontario. All recommendations from project participants point to an expansion of the project with greater in-class mentorship opportunities. While this project focused on IETs who had obtained or were close to obtaining certification with strong English skills, there is a greater diversity of IETs with needs not being met. It can be assumed that there is a stream of “job-ready” IETs who would benefit from a continuation of a mentorship model, while there are other “not job-ready” IETs who would benefit from a more in-depth model based around the existing Bachelor of Education programs in Ontario.

Anecdotally and through the survey results, there is an undertone of frustration from IETs who feel excluded from the local hiring process. From Mentors and IETs we have heard calls for greater recognition of international teaching experience. The Ontario Ministry of Education’s Equity and Inclusion Strategy calls for an equitable hiring policy to be established by all Ontario school boards in the 2011/2012 school year. In-class mentorship opportunities, then, can be as beneficial for school boards as they are to IETs, as they will have a talented pool of culturally diverse candidates to choose from with local teaching references. This will go a long way to confronting the frustrations felt by IETs and provide a mechanism to diversify the teaching population.

In a multicultural community, having an equally diverse school community is important from both an equity standpoint as well as for student achievement. Internationally Educated Teachers face greater challenges in licensing, the hiring process, utilizing established networks, as well as accessing employment services due to settlement challenges. This project provides both a model to be expanded upon and also evidence of the benefits of the mentorship model for IETs, which we hope will lead to further and more in-depth engagement towards supporting IETs by the community, the school boards, and the government.

APPENDIX A – EVENT POSTER



What will happen at this event?

- Explore the reality of the labour market for teachers in Ontario
- Understand local school board hiring processes and priorities
- Hear about working within a union environment
- Learn about **The Waterloo Region Internationally Trained Teachers Pilot Project**
- Meet and network with representatives from the Waterloo Region District School Board, the Waterloo Catholic District School Board, Elementary Teachers' Federation of Ontario, Ontario Secondary School Teachers' Federation, Waterloo Region Occasional Teachers' Local and Ontario English Catholic Teachers' Association

Partners:



Seating is limited. Please RSVP to ensure your spot.

To RSVP or for further information, email camerond@theworkingcentre.org or call
Cameron Dearlove at 519-743-1151 ext. 166

APPENDIX B – EVENT IET SELF-ASSESSMENT RESULTS

Self-Assessment Sheet – Consolidated Results - January 20th, 2011 – The Way Forward

Group	Number	Percent (%)
Group 1	9	37.5
Group 2	3	12.5
Group 3	12	50
N/A	2	8
Total	26	100

S.No	Group	I believe.....
1.	One	I am registered with Ontario College (OCT) of Teachers since Sept. 2008, good language skills and better understanding of education in Ontario.
2.	One	I am a registered teacher with OCT. I have strong language skills. Is in the process of understanding of education in Ontario.
3.	N/a	
4.	Two	Pending OCT certification, excellent language skills, strong understanding of education in ON
5.	Two	My application to be registered with OCT is under process and I have experience in teaching secondary school (back at home) and adult people in Ontario
6.	Three	I chose an administrative job instead of a teaching job offer coming in Canada
7.	Three	I am new in this place. I arrived December 20, 2010 and I am still trying to learn/ strong about teaching here in Canada. What are the requirements in order to be qualified as a teacher
8.	Three	I have not yet had the certificate of language equivalency
9.	Two	My application in OCT is in progress. I'm volunteering in high school (grade 9-12) half of year as well as in elementary school (JK'S and SK and grade 5); good communication and language skills and understanding of education in ON.
10.	One	I'm registered with OCT, have excellent language skills and strong understanding of education in Ontario. Also, have additional qualifications.
11.	One	I have been certified by the OCT in intermediate/ junior division and also have volunteering experience since 2007. So I am job ready for now
12.	One	I have a passion and necessary skill to excel in teaching position, I am a very dedicated and hardworking and want to achieve my goal to teach in ON
13.	Three	
14.	One	Registered OCT. British teacher. Taken SP. ED part one at Wilfred Laurel

		university
15.	Three	I am not yet registered with OCT of teachers and limited understanding of education in ON
16.	Three	Not registered with OCT. High language skills CLB 7
17.	One	
18.	Three	I am trying to get into the early childhood education teacher or teaching assistant program. Need help deciding a career path from this point forward
19.	Three	I have volunteered in some classes and fulfilled all the conditions requested
20.	One	I'm an Ontario certified elementary teacher. I graduated Hubei University, China with Bachelor degree in English and Master's degree in world economics. I attended B.Ed program at Queens University between 1005-2005
21.	One	I satisfy the above
22.	One	I satisfy the above
23.	Three	Not yet registered with OCT not applied
24.	Three	I am trying to start processing of getting OCT
25.	Three	I am an Arabic Language Teacher. I have been living in Canada for three months. I would like to work as a teacher in the future.
26.	Three	I am a sports teacher from Iraq. I am currently volunteering with a public school.

APPENDIX C – JOB READINESS CHECKLIST

Job Readiness Checklist for Teachers

How ready are you to become an Occasional Teacher?

Use this checklist as an ongoing measurement of your job readiness towards securing employment as a teacher. Use this checklist with your counsellor to inform and guide your conversation and job search plan.

I have a clearly defined job goal and understand the timelines involved:

I have thoroughly read “Information for Internationally Educated Teachers” document and thoroughly understand the different steps and complexities involved.

I have explored the requirements for Ontario College of Teachers certification.

I need:

I have:

I have taken the IELTS or TOEFL exam and achieved a score that meets Ontario College of Teachers requirements.

I have received Ontario College of Teachers certification.

I can talk the talk – I have thoroughly explored and am sure that I demonstrate the necessary verbal and written communication skills to find employment as a teacher.

What I do well:

What I need to improve:

How I know what is expected/required:

I know the role of all stakeholders in education in Ontario:

Ministry of Education

School Boards

Ontario College of Teachers

Teachers' Federations

I have explored targeted job search techniques (with my counsellor) specific to my field, such as:

I have prepared a targeted list of school boards, with specific attention to labour market data that impacts my choices:

1. _____

Hiring Practices:

What I've done to network in this board:

2. _____

Hiring Practices:

What I've done to network in this board:

3. _____

Hiring Practices:

What I've done to network in this board:

4. _____

Hiring Practices:

What I've done to network in this board:

5. _____

Hiring Practices:

What I've done to network in this board:

I have explored/performed information interviews with teachers and principals.

I interviewed:

What I learned:

I interviewed:

What I learned:

- I have practiced interviews (using Perfect Interview, interview workshops, with my counsellor) and feel confident that I can communicate my skills and experiences with principals.

Questions that still give me trouble:

- I have created a LinkedIn profile (if appropriate). I use this profile proactively to participate in groups and to connect with potential employers.

- I have created a comprehensive ApplytoEducation and Education Canada Network profile. I have scanned and added all relevant documents, and I have signed up to be notified of job postings.

- I have reviewed networking strategies. I have explored personal contacts (ex-coworkers, ex-classmates, teachers, counsellors, etc.) and have communicated my job goal with them.

What else can I do to expand my network?

I volunteer on a consistent basis with (a) local school(s).

I have at least one letter of reference from a local principal for my volunteer experience.

I volunteer with extracurricular activities (and have considered what extracurricular expertise/experience I could use to market myself). I could lead/coach:

I have created a profile of skills and experience. I have shared it and edited it with my counsellor.

I have an up-to-date self-marketing package including sample cover letters, resumes, references and profiles.

I have created

a comprehensive teaching portfolio

personal networking (business) cards

e-resume/e-portfolio

I have taken or researched AQ and ABQ courses with consideration of specific demographic trends/in-demand subjects to make me more marketable. I will consider upgrading with:

I regularly read, research and update myself on educational philosophy / teaching practices popular in Ontario. Some examples include:

I have seriously and objectively considered my appearance vis-a-vis other teachers/administrators. I have a wardrobe ready for interviews, networking, volunteering/working and am certain that my appearance is *more professional than necessary*.

I have explored known personal issues related to employment such as survival jobs, health concerns, child care and transportation plans.

What may be a challenge for me?

What can I do to overcome this challenge?

APPENDIX D - PLANNING MATRIX

I'm an Internationally Trained Teacher. What Do I Do When?

	Short-Term Goals	Medium-Range Goals	Long-Term Goals
Learning English	Full-time attendance in English Classes and achieving Canadian Benchmark Level 8 English	Enroll in a pronunciation course	If necessary, seek assistance of a language coach
	Use the pronunciation lab at The Working Centre	Join Toastmasters to enhance public speaking skills	Read education philosophy, policy, studies and guides in English
	Join a conversation circle in your community	Pursue intensive media immersion in English	Ongoing advanced English study
	Complete TOEFL or IELTS	Read in subject area in English	
Licensing and Certification	Engage in decision making about career path	Submit all documents to OCT and have academic institutions forward all documents to OCT on your behalf	Receive interim certification and complete required number of teaching days to obtain full certification
	Make decisions about whether to seek certification	Have submitted documents translated	Complete QECO assessment
		If necessary complete steps outlined by OCT	
Career Decisions and Volunteering	Read about Ontario's education system at www.teachontario.ca	Find related volunteer opportunities	Find related volunteer opportunities
	Job shadow in schools	Volunteer in publicly funded/private schools	Volunteer in publicly funded/private schools
	Find related volunteer opportunities	Perform information interviews with teachers and principals	Consider upgrading qualifications through ABQ and AQ courses
	Use experience and observation to make decisions about career goals and use this as in career path decision	Build professional network	
	Consider demographic trends to target your job search and networking	Identify mentors within system	
	Survival job	Find related employment (e.g. language instructor)	Gain employment in education in Ontario
Finding Work	Read "Information for Internationally Trained Teachers" document and work on career plan with a counselor	Create business cards, portfolio* and e-resume/e-portfolio *ensure that all volunteer experiences are represented	
	Begin working on teaching resume	Develop interview/job search skills through attending interview/job search workshops	

APPENDIX E – SURVEY COMPILATION

Waterloo Region Internationally Educated Teachers Pilot Project

The Way Forward – January 20th, 2011 – Survey Compilation

Overall, how would you rate this event?

- 24 surveys submitted
- Average of 4.46 out of 5
- Lowest rating of 3, highest rating of 5

What was the most useful information you gained from the event?

The process and requirements
Information from Brian
The hiring process for the teachers and the differences between the public and catholic school board hiring
Talking to the representatives from the board
For me it was mainly secondary teachers
Information on education in Ontario
Hiring process
Information regarding the future process or what we can do to improve ourselves
The truth about waterloo region teaching positions
Pilot project info
The information from the two school boards about their hiring process
The screening process for WRDSB
The information about the hiring into occasional teaching
Everything
Real situation about hiring at the present by different school boards
About hiring, the qualifications, and what to do in applying, and about how to get help support
Hiring process
Union environment , the hiring process and priorities
Knowing about the restrictions to get a full time job at WCDS' s WRDS
Hiring process
Process of hiring

What questions did you have that were not answered?

The process and requirements
Almost all of them were answered
On the apply to the education website we need to submit out evaluation reports to apply.

I think I have a lot
How to can Ontario non-teachers can move forward
None
I want to be a teacher in Ontario
How applicants were ranked after interviews and classroom demonstrations. How do we know what is our rank

What can we as a community do to help Internationally Educated Teachers?

Yes, I think internationally educated teachers hiring diversity to the workplace as the schools and students are divers, I think diversity in teachers will help a lot. I think giving more chances for those teachers to volunteer in different classes will be helpful.
I think by arranging more such programs it was really helpful
Information regarding hiring process and what they are looking for in the resume
Interview internationally trained teachers and learn about their talents and needs
It's nothing you can do, it's the way the school boards do the hiring process.
Encourage teachers to get involved in volunteering to know and familiarise with classroom set ups in Ontario, teaching and classroom management
To provide more workshops with schools or school board's representatives in order to have an upgrading information about hiring and etcetera
How IET's should be given a chance to show their best
Give workshops
Include Ontario people from Ontario college of teachers in the talk to explain or give information and answer questions
Be more positive. Provide easy access to info. Organize more events like this one and follow ups. Invite (successful) IET to share their experiences. Advertise these kinds of events more (eventually work with OCT if possible and invite them as well. NOTE: for a person not used with the specific language associated with the profession in ON, the info might have been overwhelming
Guidance in getting into the system

Participants were asked which workshop topics they would like to see in a workshop series for Internationally Educated Teachers. They were asked to pick 4 of a possible 8. 22 participants responded:

# Selected	% Selected	Workshop Content
16	73%	Getting Employed in Education in Ontario
12	55%	Teaching and Learning Strategies
10	45%	An Introduction to Education in Ontario
9	41%	Assessing and Reporting in Ontario

8	36%	Special Education and Classroom Diversity
7	32%	Differentiated Learning
7	32%	Workplace Language and Culture
6	27%	Classroom/Behaviour Management
4	18%	Short- and Long-Term Planning and Planning Expectations

APPENDIX F – WORKSHOP COORDINATOR DESCRIPTION

Waterloo Region Internationally Educated Teachers Pilot Project

Workshop Coordinator Description

The Workshop Coordinator will be responsible for all aspects of the Spring 2011 workshop series component of the Waterloo Region Internationally Educated Teachers Pilot Project.

This will be a series of 5 workshops presented one evening per week for five to ten weeks. Each workshop will be 3 hours in length. All participants will have a high level of English proficiency and will be motivated to work towards employment in education.

The workshops will cover a range of issues relevant to Internationally Educated Teachers who are looking to build their understanding of education in Ontario/Waterloo Region. Suggested topics may include: An Introduction to Education in Ontario; Teaching and Learning Strategies; Short- and Long-Term Planning and Planning Expectations; Classroom / Behaviour Management; Special Education / Classroom Diversity; Differentiated Learning; Assessing and Reporting in Ontario; Workplace Language and Culture; and Getting Employed in Education in Ontario.

The Workshop Coordinator will have access to workspace at The Working Centre (TWC) and supports including an email address, a voicemail box, access to a photocopier and other supports, as needed. The Workshop locations will be decided in advance by the WRIETPP Committee.

Duties

The Workshop Coordinator will be responsible for all aspects of the workshop series including:

- Coordinating the facilitation, content planning and material preparation
- Ensuring preparation of workshop locations
- Inviting and arranging guest speakers as part of workshop content planning
- Providing information on group levels/expectations/dynamics to guest speakers
- Providing mentorship and guidance to workshop series participants
- Suggesting focuses for observation to placement participants
- Workshop Coordinator will liaise with Placement Coordinator at The Working Centre and local school boards as appropriate in sharing learning needs of participants
- Sharing workshop materials with Waterloo Region Internationally Educated Teachers Pilot Project Committee and providing a written report upon series

completion on the effectiveness of the workshop series with suggestions for improvement

- Workshop Coordinator is encouraged to create assignments following workshops and provide feedback (optional)

Qualifications

- The Workshop Coordinator will demonstrate a commitment to education and an interest in assisting others
- Experience in ESL, adult education and international teaching an asset
- Extensive experience in public education in The Region of Waterloo

As this is a 'pilot project' the Workshop Coordinator will be a project volunteer but will receive an honorarium for their effort and commitment to the project.

To apply for this position please forward a letter of application and resume outlining why you are interested in this position and what skills and experiences you have to offer. Please forward your letter of application and resume to Cameron Dearlove at camerond@theworkingcentre.org or

The Working Centre
c/o Cameron Dearlove
58 Queen Street South
Kitchener, Ontario, N2G 1V6

Please submit your application by March 11, 2011.

APPENDIX G – WORKSHOP COORDINATOR INTERVIEW QUESTIONS

1. Please take a minute or two to tell us what experiences in your background match well with the position of Workshop Coordinator.
2. What made you decide to apply for this position? What is it about this project that appeals to you?
3. Workshops will cover topics such as An Introduction to Education in Ontario, Behaviour Management, Assessing and Reporting in Ontario, Special Education and Inclusion and Differentiated Instruction. What types of contacts do you have to draw on as guest-speakers in the workshop series?
4. In a broad sense, what insights about education in Ontario, or here in Waterloo, would you want to share with participants?
5. Many participants are frustrated and overwhelmed. Any thoughts on how you will manage this emotion within the workshop?
6. Some of the participants will have some placements in local schools. Would you be interested in visiting with them and providing feedback from a mentorship perspective?
7. We hope that the Workshop Coordinator will be able to join our steering committee meetings, and provide oral and written feedback about the program. Would you feel comfortable doing this?
8. Do you have any questions about the project?

APPENDIX H – MENTOR/MENTEE ROLES

Waterloo Region Internationally Educated Teachers Pilot Project

Mentor Teacher and Mentee Teacher Roles

The “**Mentor Teacher**” will volunteer to host and mentor a “**Mentee Teacher**” who is a participant of the Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP). The Mentor Teacher will commit to the following role and will receive an honorarium of \$7 per day.

Mentor Teacher will:

- Welcome the Mentee Teacher into the classroom environment
- Provide feedback/constructive criticism to promote professional growth
- Provide information and advice on planning, assessing, evaluating and reporting based on their own professional practice
- Look for opportunities to integrate the Mentee Teacher into classroom planning and instruction
- Will voluntarily complete a WRIETPP teacher feedback form
- Not leave the Mentee Teacher solely responsible for the class

The “**Mentee Teacher**” is entering into the WRIETPP program on a voluntary basis and commits to being fully engaged in the Workshop Series and will commit to the following role.

- Observe the activities of learners and the Mentor Teacher who will provide a model of excellence in teaching and professionalism
- Critically examine their own teaching and welcome constructive criticism
- Use the placement as a venue of observation and reflection of workshop learning
- Welcome opportunities to be integrated into the classroom planning and instruction
- Join the Mentor Teacher in all aspects of their role including supervisory duties and extra-curricular activities

APPENDIX I – INVITATION FOR TEACHERS TO PARTICIPATE



58 Queen Street South, Kitchener, Ontario • N2G 1V6 • Telephone (519) 743-1151 • Fax (519) 743-9452

March 14, 2011

Re: Waterloo Region Internationally Educated Pilot Project – Request for Mentor Teachers/Administrators

To Whom It May Concern,

As current WRDSB and WCDSB teachers would you be willing to volunteer as Mentors in the Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP)? The WRIETPP seeks to offer workplace based experiences and learning opportunities to assist Internationally Educated Teachers to strengthen their knowledge of Canadian educational practices and to increase their chances of being successful in the local competitive hiring process.

An assumption of this project is that the cultural diversity of students in our schools should be reflected in those who are teaching in our schools as a diversity of educators sets a positive example for children in our school system growing up in our cultural mosaic, and provides students with unique cultural learning opportunities. This project strengthens potential candidates' Canadian workplace knowledge and offers school boards a local teaching reference as they consider applications.

It is our goal to arrange approximately 5 short-term "placements" where the Mentee (Internationally Educated Teacher) will join the Mentor teacher's class to develop their knowledge of Canadian educational practices. This is a very flexible project where the Mentor Teacher is supported in providing guidance and information to the Mentee Teacher. Please see the proposed Mentor/Mentee roles on the page attached as well as a list of ideal placements from Project participants.

The Mentor Teacher will volunteer to host the Mentee Teacher, but will receive a small stipend of \$7 per day from donations made for the administration of the WRIETPP. If you are interested in volunteer to host an Internationally Educated Mentee Teacher in your classroom for a period of 3-4 weeks, please contact Cameron Dearlove at 519-743-1151 ext. 166 or camerond@theworkingcentre.org.

Thanks and we look forward to hearing from you.

Sincerely,

Cameron Dearlove
The Working Centre
519-743-1151 ext. 166
camerond@theworkingcentre.org

Incorporated as K-W Working Centre for the Unemployed
Charitable Registration No. 13092 9607 RR0001

APPENDIX J – PARTICIPANT AGREEMENT

Waterloo Region Internationally Educated Teachers Pilot Project

Participation Agreement

The Waterloo Region Internationally Educated Teachers Pilot Project is a community-based initiative designed to improve systemic and cultural knowledge of the local education system and provide Internationally Educated Teachers with an opportunity to develop their network and make important professional connections.

I _____ understand and agree to the following:
(please print name)

- As a participant in this project I agree to participate in the following activities:
 - A 5-week workshop series focusing on building awareness of the local education system.
 - A 4 week, full-time, in-class Mentorship placement.
 - One-on-one employment counseling focusing on employment assistance activities such as resume writing, interview techniques, informational interviews, networking, one-on-one employment counseling, job search techniques, etc.

I agree to:

- Regularly attend all program components
- Arrive on time to all parts of the program – work place behaviours are expected
- Take initiative in discussing with my Employment Counsellor any issues or problems that arise
- Participate with commitment in each component of the project
- Support the shared group norms and participate with others in a respectful manner
- Work collaboratively with my Employment Counsellor to achieve my career goals
- Communicate politely and tactfully with project coordinators, mentor teachers and fellow project participants
- Seek and accept feedback from project coordinators, mentor teachers and fellow project participants

Date _____

Participant Signature _____

APPENDIX K – PROJECT CERTIFICATES

Waterloo Region Internationally
Educated Teachers Pilot Project



This certificate is awarded to

Mentor Teacher Name

In recognition of her patience, leadership and
commitment to the teaching profession by mentoring
an Internationally Educated Teacher on a 4-week
in-class placement in June 2011



Chuck Williams	06/2011
Cameron Dearlove	06/2011

Waterloo Region Internationally
Educated Teachers Pilot Project



This certificate is awarded to

Workshop Participant Name

To confirm the completion of the following workshops:

<input type="checkbox"/> An Introduction to the Ontario Curriculum <input type="checkbox"/> Short- and Long-Term Planning for Behaviour Management <input type="checkbox"/> Intercultural Communication With Staff and Students I	<input type="checkbox"/> Special Education, Equity and Diversity in the Ontario Classroom <input type="checkbox"/> Using Technology in the Classroom <input type="checkbox"/> Intercultural Communication with Staff and StudentsII
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Chuck Williams	06/2011
Cameron Dearlove	06/2011

Waterloo Region Internationally
Educated Teachers Pilot Project



This certificate is awarded to

Mentee Name

In recognition of the successful completion of a
4-week in-class Mentorship experience in grade 5/6
at Lincoln Heights Public School, May/June 2011



Chuck Williams

06/2011

Cameron Dearlove

06/2011

APPENDIX L – PRE-PROJECT QUESTIONNAIRE

Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP)

Pre-Project Questionnaire Responses

Overall, how would you rate your ability as a teacher in your home country (consider your experience, training, performance reviews, etc.)? (1=low / 5=high)

- 5 surveys submitted
- Average of 4.6 out of 5
- Lowest rating of 4, highest rating of 5
- Mode is 5

What are your key strengths as a teacher?

<ul style="list-style-type: none">▪ Patient, good listener, can adapt to different learning styles of students, cooperative, hardworking, honest, collaborative, open to new ideas
<ul style="list-style-type: none">▪ Solid background in Science (Chemistry, Biology, Physics)/Math; PhD in Chemistry (University of Rennes 1, France); Bachelor of Education (Ivan Franko National University of Lviv, Ukraine); over 5 years of teaching experience; recent pertinent volunteer experience in different elementary and high schools in Kitchener-Waterloo region.▪ Strong passion for learning, love of students, sincere caring for teenagers and ability to motivate and guide students.▪ Patience, dedication and enthusiasm.▪ High organization abilities.▪ Multilingual educator, fluent in English, French, Ukrainian and Russian.▪ Athletic. Coached and mentored student's handball and distance running teams for three years.
<ul style="list-style-type: none">▪ I am a very committed and hardworking teacher. I have good knowledge of Ontario curriculum, differentiated instruction techniques, and know how to set up an inclusive classroom to further student learning. I have experience in using latest technology in the classroom. I also believe in overall development of the students in regards to their mental, social, physical, moral and cultural abilities.
<ul style="list-style-type: none">▪ Explaining, Facilitating, Critiquing, Evaluating, Lesson planning, Meeting given targets.
<ul style="list-style-type: none">▪ I am a caring person. I show interest and insight to develop students' potential. I help students when they have learning difficulties. I look for effective strategy that will facilitate their learning.

What do you want to learn/experience in this project to ensure your competency as an educator in Ontario?

<ul style="list-style-type: none">▪ About the Ontario Education system, classroom management strategies, how to apply differentiated instruction to the classroom, use of technology in the classroom
<ul style="list-style-type: none">▪ Teacher Application Process (Apply to Education)▪ Workplace Language and Culture.▪ Relationship in team-teaching setting.

<ul style="list-style-type: none"> ▪ Rights of Teachers and Students. ▪ What is important to know/to be aware during the first days/weeks teaching at workplace (school, collegiate etc). ▪ To get some sharing of the own experience from any international educated teachers (who have already been certified by Ontario College of Teachers and settled successfully (have founded teaching positions, etc). ▪ What does it mean: to take additional steps after the evaluation of the credentials by Ontario College of Teachers? (I would like to get more insight on this question). ▪ Interview Process (at school board's level - in order to get into the supply list and school level). ▪ Teaching and Learning Strategies and Classroom / Behaviour Management. ▪ Assessment/Evaluation. Teacher's Reports. ▪ Special Education. ▪ Classroom Diversity; Differentiated Learning. ▪ Teachers-Parents relationship and management. ▪ Technology in the Classroom.
<ul style="list-style-type: none"> ▪ I would like to gain further competency in teaching and learning strategies used in the Ontario school boards and want to avail the opportunity of the placement session and the workshops to demonstrate my knowledge and abilities and become a successful teacher in Ontario.
<ul style="list-style-type: none"> ▪ I wish to know what is the difference in the pattern of teaching, lesson planning, evaluating the performance of students here. What and how much is expected from a teacher in teaching environment? How is the pupil teacher relationship here? And what are the success tips for a teacher in giving quality performance, above all how much the role of student in schooling is and what the expected behaviour of a student in Ontario school system
<ul style="list-style-type: none"> ▪ I would like to learn Classroom/Behaviour Management, Teaching and Learning Strategies, and Technology in the Classroom.

What do you believe the likelihood is of being hired by an Ontario school board in the next year? (1 =low / 5=high)

- 5 surveys submitted
- Average of 2.8 out of 5
- Lowest rating of 1, highest rating of 4
- Mode is 3

1	Why? After attending the January conference and saw the grim picture painted by the officials of both the school boards. Being an immigrant teacher, it becomes all the more difficult for us.
3	Why? I think a bit more positions will be available next year because of retirement of some teachers; due strong growth and increasing of economic activity.
4	Why? I am currently a certified teacher by OCT and have used my time since certification to take several

<p>courses to expand my teaching skills, and have volunteered long hours for over a year at the local schools in KW. I am very confident of my teaching abilities and remain positive of getting an opportunity to utilize my teaching skills for the benefit of students in Ontario. I find that it is very difficult to make myself visible to the school board, however teaching is my passion and hence I continue to pursue it relentlessly.</p>
<p>3</p> <p>Why? Because of the barriers that a foreign qualified teacher has to face and because of the saturation in the job market in this field.</p>
<p>3</p> <p>Why? There are more available teachers that open teaching positions.</p>

What can we, as a community, do better to help Internationally Educated Teachers?

<ul style="list-style-type: none"> ▪ Providing more volunteer work opportunities so that we become familiar with the education system.
<ul style="list-style-type: none"> ▪ To guide Internationally Educated Teachers in some actual for them questions; to help with getting to Ontario Educational systems (through workshops, counselling etc). To create some federally funded programs (scholarships) for Internationally Educated Teachers for some additional courses (which usually internationally educated teachers need to take in order to get certified by Ontario College of Teachers).
<ul style="list-style-type: none"> ▪ The community should encourage more projects like WRIETPP, and Internationally Educated Teachers should be given an opportunity to demonstrate their skills and knowledge to the school boards so that they become visible to school board administrators and hence they may become positively inclined to give opportunities to IETs.
<ul style="list-style-type: none"> ▪ The community can help in influencing the Government to give chance to foreign trained professionals equally, all these professional should be given a short term training and be permitted to join instead of being barred so strongly from getting in to profession, a skilled teachers’ performance is a degree in itself but here all of us are asked to provide proof of certificates and degrees which is sometimes impossible, so much of the talent is being wasted in un necessary documented proof and paper menfestations, versatility is an asset of an intellectually rich society.
<ul style="list-style-type: none"> ▪ You could provide them information sessions, workshops and placement in the school.

What are the challenges you face to participate in this project?

<ul style="list-style-type: none"> ▪ I can’t take any full time / part time job during my placement. No financial help makes the struggle more tuff.
<ul style="list-style-type: none"> ▪ To be honest, I don’t face the challenges to participate in this project thanks to You, Chuck, Teena ... and because Your help, guidance, thoughtfulness, time and consideration ... !!!

<ul style="list-style-type: none"> Due to my family emergency it will be difficult for me to take part in some of the workshops, so I hope to catch up on the activities completed in these workshops upon my return and still take part in the placement opportunity.
<ul style="list-style-type: none"> Sometimes other appointments or time constraints
<ul style="list-style-type: none"> I passed the interview with the WCDSB and I am now in the Supply List. So there might be time conflicts between my supply teaching and the other series of workshop (if the workshop is given during the day).

What type of program do you believe would be best to prepare and assist IETs?

A workshop series with small in-class opportunities (similar to WRIETPP)	3
An online course, similar to AQ 1	1
A program in the Faculty of Education specifically for IETs	3
Increased volunteer opportunities in the school board	3
Other	0
Total options selected	10

Any additional comments?

<ul style="list-style-type: none"> The type of volunteer work offered at the school board is insufficient. We are given 2-3 students to work with most of the time outside of the classroom. As a teacher volunteer we need more in-class experience.
<ul style="list-style-type: none"> Many thanks for all you have done for us so far !!! I deeply appreciate your time, consideration and willingness to help !
<ul style="list-style-type: none"> Many IETs such as myself have the Ontario Teaching Certification and have also completed several additional courses to be able to teach various grade levels and specialize in certain teaching fields. However we lack the opportunity to be able to demonstrate our skills and knowledge, and need a good opportunity to enter the school board. If school boards take advantage of hiring Internationally Educated Teachers it will also give them the advantage of having diversity in their teaching staff, and allow them to draw on the positive experiences that IETs bring with them from their unique backgrounds.
<ul style="list-style-type: none"> I wish to see this project resulting in my professional success.

APPENDIX M – POST-PROJECT PARTICIPANT QUESTIONNAIRE

Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP)

Post-Project Participant Questionnaire

1. **What components of this project have you been a part of?**

7 Respondents

Six part workshop series	7
Four week in-class mentorship placement	3

2. **Overall, how would you rate your experience with this project? (1=low / 5=high)**

- 7 surveys submitted
- Average rating of 4.9 out of 5
- Lowest rating of 4, highest rating of 5
- Mode is 5

4	Comments: Had we any chance of teaching practicum it would have been wonderful, all of us would have had a firsthand experience of teaching this way; it was a wonderful experience otherwise.
5	Comments: This project was very helpful to me because it gave me information and knowledge that I could use now and in the future.
5	Comments: The workshops together with the placement provided a better insight of Ontario's education system.
5	Comments: It was informative.
5	Comments: None
5	Comments: I am lucky to be part of this project as it will help me to achieve my goals of becoming a supply teacher and eventually a full-time teacher with the WRDSB sooner.
5	Comments: The workshops were great! I have learned a lot from them. The workshops helped me to become a more confident in my career endeavour as a teacher in Canada.

Part 1 – Workshops:

3. **How would you rate the impact of the workshop series in your progress towards improving your teaching practice and building your understanding of teaching in Ontario?**

- 7 surveys submitted
- Average rating of 4.7 out of 5

- Lowest rating of 4, highest rating of 5
- Mode is 5

4	Please explain: This workshop has covered all most every pre requisite of teaching that would make any one fit to teach in Ontario. The work shop is not given highest rating for the reason that has been given in the previous question.
5	Please explain: Chuck Williams and Cameron Dearlove asked what we need to know so that they could provide us the help. They invited resource persons that really gave us what we needed. Thank you.
5	Please explain: The workshops covered extensively all the aspects of the education system such as the curriculum, classroom management and technology in the classroom.
5	Please explain: None
5	Please explain: I was able to get a better understanding of the Education system in Ontario in comparison with my previous experiences – particularly the Ontario Curriculum Expectations and the Special Education practices in the local school boards.
4	Please explain: The workshop series are really beneficial as they help in gaining more knowledge and skills to become a successful teacher in Ontario. It helps the internationally educated teachers to discuss and gain deeper understanding regarding the Canadian teaching system and gives them the opportunity to potentially level the field in comparison to graduates from local universities, and providing increased opportunities to get into the teaching profession.
5	Please explain: The workshop series helped me to prepare myself for future employment. They have been valuable events and a great opportunity for me to find information that will help me to move forward in my teaching career. They helped me to explore the reality of the labour market for teachers in Ontario and understand local school board hiring processes and priorities.

4. Has the workshop series helped to identify areas where your knowledge can be improved? If so, what areas of knowledge will you work to improve on?

This workshop has been extremely helpful in polishing and improving a lot that internationally trained teachers needed to know to make them fit to teach in Ontario. i am greatly benefitted by the knowledge that was imparted to us concerning IEP and use of computer technology in class room.
Yes, the workshop series provided me information and knowledge that could help improve my teaching especially in my Classroom / Behaviour Management.
Yes, definitely. My knowledge improved a lot in cover letter and resumes. Also technology in the classroom, that workshop was very informative.

Yes. Accent
Get a better understanding of the way the Curriculum Expectations impact the day to day classroom teaching in my particular subject areas.
I would like to further work on my Interview skills so that I can be better prepared to present myself when I get the opportunity of an interview with the school board. I would also like to gain more knowledge regarding teaching learning critical pathways, school success plan, and so on.
Yes, definitely! The workshop series has helped me to identify areas where my knowledge can be improved. I will work on improving the following areas of knowledge: <ol style="list-style-type: none"> 1. Class (behaviour) management. 2. Special Education. 3. Workplace Language and Culture.

5. Which workshops did you find most useful? Least useful? What other workshops should be added?

The workshop on Behaviour Management, Special Education and technology in the class room were really useful, none of the workshops were less useful.
I found Classroom Management / Behaviour Management the most useful especially now that I do supply teaching. All the workshops to me are useful now and will be in the future.
Technology in the classroom was the most useful. All the other workshops were equally good.
Almost all were useful.
Most useful: all Least useful: none To be added: no suggestions for the time being Honestly I would not be able to say that one workshop was more or less valuable than the other. The presenters were all very knowledgeable, willing to answer all our questions, they have provided us with a wealth of information, and I have personally learn a lot from every single one of them.
The workshop on special education was really helpful. There can be more workshops on classroom management, TLCP.
I would say all workshops have been very useful !!! Any other workshops regarding teaching in Ontario will be more than welcome!!! Especially, I would like to have one-two more workshops on "Improvement workplace language skills (enunciation/articulation; using idioms, etc.)."

Part 2 – In-class placement (if applicable – if you have not completed an in-class placement, please skip to part 3)

6. How would you rate the impact of the in-class placement in your progress towards improving your teaching practice and building your understanding of teaching in Ontario? (1=low / 5=high)

5 Please explain: I was able to handle a class on my own teaching various subjects like maths, language arts and social sciences. For the first time I was dealing with students as a teacher under the guidance of my mentor in Canada.
--

5

Please explain: Despite previous teaching experience, it helped me to see first-hand the routines in an Ontario classroom/high school. Also, having access to the textbooks and supplemental materials available for the students and teachers gave me a better understanding of the multitude of tasks a teacher is supposed to complete in a day/week/semester.

5

Please explain: I have really gained a lot from the placement opportunity I received through this program. I received many opportunities to teach students during this placement, and utilized this opportunity to align my understanding and experience of teaching students in India with Canadian concepts and expectations. Alison is an excellent mentor teacher, and used her experience with the school board to further enhance my understanding. I also received the opportunity to plan different units on math, literacy, science and social studies. After going through this experience and receiving positive feedback from my mentor teacher I am very confident to work as a supply teacher.

7. Please outline some of the tasks and duties you completed in your placement

- Taught various subjects to grade 5.
 - Did the yard duty
 - Planning lessons and units as per the subjects.
 - Did the lunch hour duty
 - Did evaluation-marked the tests and provided feedback to the students.
- Observed the mentor teacher and her interactions with her students and colleagues
 - Taught for one full week
 - Participated in classroom discussions
 - Marked some tests
 - Participated in a department meeting

I planned several units for math, literacy, science & social studies. I planned and implemented the unit for numeracy and literacy and then performed “assessment for learning” and “assessment as learning” for this unit as well. I also received the opportunity to work with the teacher on report card writing for all students using the TWEA system. I took morning attendance of all students, updated the calendar, and performed guided reading lessons where I read stories or poems to the students. I also planned a unit on poetry where I gave the students an introduction to poetry and taught students to write their own poetry.

8. What aspects of the role of a teacher did your Mentor teacher show you? Were there any surprises?

My mentor teacher is excellent. Showed me how to use “teachable moments” even if it meant a slight deviation from the regular teaching. He provided me with the Ministry documents related with education, showed me how to do the report cards.

Not sure I understand the question properly but I’ve probably seen my mentor teacher as a teacher (teaching per se), assessor of knowledge, club sponsor, department member (I participated in one department meeting), field trip organizer. No surprises.

My mentor teacher went through all the key factors of the role of teacher including Ontario curriculum expectations, unit planning, assessment and evaluation, and TWEA report card system.

9. Were there areas of knowledge you found you were missing in the placement? What do you want to learn more of before you have your own classroom in Ontario?

For the Social Sciences lesson- I felt I should have had the local history- topics related with Aboriginals more.
n/a
My mentor teacher took time to go through and teach me everything that I may need to run my own classroom, and I am very lucky to have her as my guide. I am now very confident to work as a teacher in WRDSB.

10. Can you comment about the effect your cultural experience/background had on your class?

My cultural background helped me to connect more with students belonging to South Asian region.
Both classes my mentor teacher was teaching were designed for ESL students. It came as no surprise to me, as I am familiar with such an environment given my 10 years of teaching in multicultural settings. I felt the students realized soon I am “one of them” from this point of view, and were very open and accepting of my presence in the classroom as an observer at first and then as a teacher. Again, I am extremely comfortable around students from all backgrounds, from different corners of the world and as a teacher I have (in time) developed ways to incorporate their own cultures into the culture of the classroom (this is also something I have observed happening during my placement at Eastwood).
There was a very positive effect on the students as they were comfortable in the overall teaching learning process. I believe that my cultural background / experience enhanced the student’s learning experience at various instances during the learning process. For instance when performing guided reading regarding a story where the main character visits different countries, the student’s were keen and interested to ask questions regarding my home country and in the process learn a little bit more about it.

Part 3 - Conclusions

11. What do you believe the likelihood is of being hired by an Ontario school board as an Occasional Teacher in the next year? (1=low / 5=high)

- 7 surveys submitted
- Average rating of 3.1 out of 5
- Lowest rating of 1, highest rating of 5
- Mode is 3/5

2 Why? The saturated teaching market, long waiting lists of teacher waiting to be employed all makes the chances of teaching (occasional or permanent) very little, the chances of hiring of internationally trained teacher can increase only if there is some quota fixed for them; such trainings and workshops should be considered an professional accomplishment for them and they should be given a chance to employment otherwise it would only be fitting to the proverb “All dressed up nowhere to go”
3 Why? There are so many teachers applying and there are less jobs being posted.

3	Why? After attending the workshops and the placement I feel I have a better understanding of the education system. I feel confident and can face a class on my own.
1	Why? <ul style="list-style-type: none"> ▪ Less Demand specially in WRDSB ▪ More competition ▪ International credentials ▪ Lack of contacts/references ▪ Visible minority
5	Why? I can only reemphasize the fact that education is my passion. I have what I consider to be 10 years of successful teaching experience, and I believe I can communicate that through my resume/cover letter as well as to a panel of interviewers. Not only do I have my previous teaching experience, but I can also rely on the knowledge I have recently acquired through the series of workshops you have put together plus the classroom placement I have participated in.
5	Why? I have the necessary skill set and knowledge to become a successful teacher in WRDSB. I also experience teaching in the waterloo district school board through past volunteer experience and the current placement opportunity. I have numerous references that can attest to my teaching capabilities and my passion for teaching students. I have taken additional courses during the past year relating to my interests in the teaching field to become more versatile in the hiring process. During the placement program at Wilson Public school I received excellent praise regarding my teaching abilities and, I was also able to obtain a letter of recommendation from my mentor teacher and the principal of the school.
3	Why? I think a bit more positions will be available next year because of retirement of some teachers; due strong growth and increasing of economic activity.

12. Please give a number (percent) indicating how your Ontario educational system knowledge and confidence as a teacher has improved as a result of this project. (e.g. if there has been no improvement you would write 0%, if you feel you have doubled your knowledge and confidence, you would write 100%). Average: 86%

80%
100%
90%
80%
50%
100%
100%

13. What can we, as a community, do better to help Internationally Educated Teachers?

Community is really helpful where ever we go people do acknowledge our skills and potentials, Government and the hiring bodies though need to be flexible and accommodating. The rules and documented manifestations should be given less importance and professionals real and living potentials should be given due recognition. There should be entry tests, presentations or probation appointments, if any candidate proves his or her potential in these ad hoc appointments they should be given a permanent position otherwise they should not be employed permanently. This will save so much of the talent being wasted just because all of us are not able to provide 100% documented proof or have not been educated or trained in Ontario we should not be deprived of what we deserve.
Encourage Internationally Educated Teachers to participate in the program by advertising the good accomplishment of this project.
Accept the IET's as professionals. My mentor teacher showed confidence in me and so was excellent.
Get informed about the teaching practices outside Canada in order to understand or appreciate.
Organizing this series of workshops was an amazing opportunity. I hope this project will continue, and will develop in the future.
I think there should be more placement sessions for the Internationally Educated Teachers. The board should take into consideration the benefit that internationally educated teachers can bring to the students, by bringing diversity to the school board. The talents and the passion of the teachers to teach students should be taken into consideration when hiring is being done by the board.
To guide Internationally Educated Teachers in some actual for them questions; to help with getting to Ontario Educational systems (through workshops, counselling etc). To create some federally funded programs (scholarships) for Internationally Educated Teachers for some additional courses (which usually internationally educated teachers need to take in order to get certified by Ontario College of Teachers).

14. Do you have any suggestions on what we can do to improve this project?

If we could have some opportunity to observe any class room setting through any video documentary or in a live setting, this will help us see how the given time in a class is availed by a teacher, like how much time is spend in teaching and how much is given for the students input and so on.
It would be nice if the workshops could be done on-line.
More workshops on the actual interview series and technology in classroom was fantastic.
It was wonderful. Possibly Field Trip to WRDSB School to get hands - on
Try to incorporate teachers and district officials from both local school boards, as well as from elementary, middle and high schools, so that we get all sides of the story instead of fragments. Also, like I have suggested in the past – there might have been people who have come to Ontario from other countries and have/had successful teaching

careers here. Inviting at least one such person as a guest speaker might give people like us a different perspective on the journey towards an Ontario teaching job.

There should be more placement sessions for the IE Teachers as it will help to build up more contacts.

This project is excellent! Thank you! It will be great if you continue to work towards 100% employment in Education! Especially, continue to get the school boards involved into WRIETPP, create some federally funded programs (scholarships) for Internationally Educated Teachers for some additional courses; extend the workshop series; counselling, etc.

15. What type of program do you believe would be best to prepare and assist IETs?

5 responders

A workshop series with small in-class opportunities (similar to WRIETPP)	5
An online course, similar to an AQ	1
A program in a Faculty of Education specifically for IETs with significant in-class opportunities	4
Increased volunteer opportunities in the school boards	4
Other	1
<p>Other Responses:</p> <p>Placement sessions are better than volunteer as it helps the IE teachers to gain more understanding. I feel that volunteers in many schools are taken for granted and not all schools provide volunteers with assistance or teaching opportunity, but a placement program is more structured and there is some incentive / accountability for the mentor teacher to provide assistance for the trainee.</p>	

16. Would you recommend this project to another IET? Why?

I would indeed because its' worth it.
Yes. This project had everything that an internationally trained teacher could get.
Yes, definitely. It's an excellent bridging program.
Yes-It provides a great insight into Education system in Ontario
Absolutely yes. It has been a positive experience for me. I have learned a lot and I can only assume that anyone that would like to teach in Ontario would like to know more about what happens in the classroom, as well as HOW to get there. This is exactly what I've gotten out of this project.
Yes I will recommend this project as it will help other IETs to become more familiar with requirements of the waterloo school board and gain valuable experience from the placement program overall helping them achieve their goal of becoming educators with WRDSB.

Yes, absolutely, because this project is very informative and helpful. It is the step in the direction towards finding work – a chance to gain information/knowledge/experience and make some step forward in career.

17. Any additional comments?

Well done. Thank-you for helping us all.

Excellent project! Keep it up!

Can we be part of the next program?

Thank you, thank you, thank you!

I am very happy that I got an opportunity to work as a trainee teacher in the placement program. It helped me to gain more confidence and deeper understanding of the teaching concepts, which will help me to be successful in job interviews and eventually in my position as a teacher with the board. I was able to use the experience and knowledge I gained through the workshops and the placement program to better align my understanding to teaching concepts from my past experience to the requirements of the Waterloo board. I learned that the basic concepts using in preparing and delivering lessons to the students are the same as I have used in my past experience however the terminology used for the names of the concepts are different for e.g. TLCP (Teaching Learning Critical Pathways) is similar to TLP (Teaching Learning Process) where in both cases the end is taken into consideration and to achieve the end result, assessment for learning (diagnostic and formative assessment), assessment as learning (which occurs throughout) and assessment of learning (summative assessment) is being done. The teacher will unpack the curriculum, plans for assessment, teaching for learning, and the evaluation and reporting. This process is being done in order to achieve the end.

Many thanks for everyone and for everything you have done for us!

APPENDIX N – POST-PLACEMENT MENTOR QUESTIONNAIRE

Waterloo Region Internationally Educated Teachers Pilot Project (WRIETPP)

Post-Placement Mentor Questionnaire

Overall, how would you rate your experience with this project? (1=low / 5=high)

- 3 surveys submitted
- Average rating of 5 out of 5
- Lowest rating of 5, highest rating of 5
- Mode is 5

5

Comments: It was a positive experience for everyone and I would look forward to participating in the program again. The students benefited from this opportunity to have two professional educators in their classroom helping them become successful.

5

Comments: I was hopeful that this experience would be positive not only for my Mentee but for me as well. And it was! Irina was a pleasure to spend time with, in and out of the classroom. She was very considerate at all times of my role and responsibilities, and offered to help whenever it was appropriate. I enjoyed having her in my classrooms and benefited personally and professionally from her contributions. Thank you!

5

Comments: This has been a very positive experience for myself and hopefully my mentee as well. The project was well organized and the objectives were clearly explained. I enjoyed the freedom to shape the project together. By talking over Guncha's objectives we were able to work out a schedule and experiences that met her needs.

How would you rate your Mentee's progress towards improving their teaching practice and building their understanding of teaching in Ontario? (1=low / 5=high)

- 3 surveys submitted
- Average rating of 5 out of 5
- Lowest rating of 5, highest rating of 5
- Mode is 5

5

Please explain: Nirmal listened and watched what the routines and expectations were in the classroom, and followed them faithfully. She exhibited professionalism and growth each day with confidence that helped her become more comfortable in the grade 5-6 classroom. Nirmal in the early days used my teaching notes and daybook outline to teach the grade 5 students while the grade 6 students completed the EQAO testing. She lead the class through the lessons and did an excellent job as a professional educator. As the days went by, Nirmal planned and taught more classes with feedback from myself.

5

Please explain: My Mentee already has extensive teaching practice in North America so we were able to focus in quickly on the differences between her prior placements and WRDSB. Being with me throughout my day allowed for us to encounter a variety of situations and practices to discuss, which we may not have thought to talk about on our own.

5

Please explain: Guncha was well positioned for this experience. As she had volunteered extensively and completed some AQ courses she was very clear about what she would like to see and do during her placement. Guncha needed access to the more “hidden’ parts of the job that she was not able to observe while volunteering such as School Based Team, year-end procedures, student assessment, and more teaching experience (especially at the primary level).

What are your Mentee’s strengths as a teacher?

- Nirmal’s strength is her willingness to work hard and prepare for the next day’s lessons and growing opportunities.
- Irina has a great passion for education and has curiosity and a clear desire to learn herself. In my experience, this is one of the fundamental qualities of a great teacher!
- Irina prepared a week of lessons in our Ecology unit and showed creativity and strong initiative by creating interesting activities and games to supplement or enhance the curriculum material.
- Because of her own ‘ESL’ experience, Irina has awareness and empathy for the ESL students. She took time to offer suggestions and resources to specific students who were struggling with certain aspects of their English acquisition. She models excellent English skills both in vocabulary and structure.

- Irina has good rapport with the students as well, and took the time to get to know them as individuals.
- One of Guncha’s greatest strengths is her ability to reflect on her own strengths and struggles. Usually after teaching a lesson she had a good idea herself if it was effective. She was able to change her teaching teaching plan as she taught if it appeared the students were not understanding her lesson.
- Guncha’s passion for education is also a great asset. It was clear from the beginning that she is enthusiastic about teaching and was willing to do some professional reading and use other resources that she discovered during her placement.

What points of improvement – in teaching practice or system knowledge – would you suggest for your Mentee?

- I would suggest Nirmal continue to review Ministry of Education guidelines and continue to familiarize herself with the “big ideas” the documents outline.
- If the timing had allowed, it would have been great for Irina to join in on a PD/PA session. This would have allowed her to see the ‘bigger picture’ and to hear more of the current language and vocabulary used in our educational setting.
- I think some more experience with the teaching –learning cycle. The ability to plan, teach and assess would be helpful.
- System knowledge—Guncha was well versed in how our school system works but we did look at professional guidelines around physical touching with students, and the professional update from OCT about technology use. Information about policies from OCT would be helpful.

Can you comment about your Mentee’s professional curiosity/their work towards professional improvement?

Nirmal demonstrated a professional willingness and curiosity to learn and use suggestions to improve her performance. She is a dedicated professional to becoming better and ultimately the best in her field.

As mentioned earlier, Irina displayed a strong desire to learn and expand her own knowledge to share with the students. She contributed recent information in science research and excellent ‘background knowledge’ to many class discussions which helped the students and me!

Guncha was very curious and kept a book with her questions written down. We would go over

these regularly during planning times.

Can you comment about the effect your Mentee’s cultural experience/background had on your class?

The class was very excited about having an “international teacher” coming to their classroom. The idea of a teacher from India gave some students a personal connection. Other students were curious about meeting and learning from an “international teacher” and welcomed Nirmal with the warm spirit of Lincoln Heights Public School.

I work with ESL students so they were happy and inspired to meet someone who has had a similar immigration experience. Many of them enjoyed Irina’s understanding of their previous educational experiences.

Our school is very multi-cultural so I don’t think my student’s saw Guncha’s cultural background as an important factor.

What do you believe the likelihood is of your Mentee being hired by an Ontario school board as an Occasional Teacher in the next year? (1=low / 5=high)

- 3 surveys submitted
- Average rating of 5 out of 5
- Lowest rating of 5, highest rating of 5
- Mode is 5

5

Why? I believe Nirmal will be hired as an Occasional Teacher because of her past teaching experience, knowledge of her subject (mathematics) and her eagerness to continue to grow as a professional.

5

Why? Irina is highly qualified with extensive experience and expertise in her subject areas (Chemistry / Physics). Her English is excellent and she is very personable and professional. I would highly recommend her.

5

Why? I hope this opportunity has levelled the playing field for Guncha. It was a great

opportunity for her to plan, teach and assess and get another reference letter. I think she has a good chance as any other teacher for being hired as an OT (in an extremely competitive marketplace).

What can we, as a community, do better to help Internationally Educated Teachers?

- Provide opportunities for these professionals to gain experience and reinforce the idea of acceptance from the Education Community to accept people that are professional with unique talents, skin colour, accents, etc.(break down the barriers for a multicultural community)
- I think this project is an excellent way to allow IETs to see ‘inside’ the Ontario education system and to transition into our educational culture before they are required to interview or work in it.
- Before being hired, I assume that this project provides a valuable, less intimidating opportunity to be in a classroom, and in front of it, with the support of a teaching colleague in a structured environment.
- I think the OCT needs to streamline its qualifications assessment process so that teachers who are internationally educated do not have to give up their dreams of teaching because the process takes too long and they cannot wait longer to begin earning money.
- I think projects such as this one go a long way to help Internationally Trained Teachers gain practical Ontario job experience. Volunteering is good for building a network but it doesn’t allow Internationally Educated Teachers the opportunity to complete tasks that Ontario trained student teachers do.

Do you have any suggestions on what we can do to improve this project?

Continue to operate the program with those who support the program. Attempt to make a short video of the positive experiences, positive influences to the students and staff, and the diversity of a multicultural community. Use the video to promote the program with school boards, community services, government agencies, the corporate world, and the public at large to help grow the program and have more acceptance for the “international professionals.”

I would recommend running the placement earlier in the school year. Mid-May to mid-June is very close to the end of the semester and summative work so I was not able to give Irina as many teaching opportunities as I could have earlier in the semester. April to May would be better.

No. It was a great experience.

What type of program do you believe would be best to prepare and assist IETs?

3 responders

A workshop series with small in-class opportunities (similar to WRIETPP)	3
An online course, similar to an AQ	0
A program in a Faculty of Education specifically for IETs with significant in-class opportunities	2
Increased volunteer opportunities in the school boards	2
Other	1
Total Selected	8

Would you participate in this project again?

Yes. I would support this program because of all the positive aspects and opportunities for everyone to grow in so many ways.

Yes, I would be happy to.

Yes.

Any additional comments?

- Thank you for the opportunity to participate in this program and to participate in this survey. It was a wonderful experience for everyone.
- Lincoln Heights Public School
We would like to thank you for your participation in this project. Your Mentorship has made a real difference!
- Thank you for the work you are doing. If I can be of any further assistance, just let me know!
- None